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ABSTRACT

This yearbook contains essays that examine the construction of knowledge. The 10 articles, which are called "opinions," are divided into 5 sections, most of which examine the construction of scientific knowledge. An editor's introduction begins each section. Section 1, "Constructivism as an Epistemology and Philosophy of Education," contains two essays: "Constructing Constructivism, Epistemological and Pedagogical" (Kenneth Howe and Jason Berv) and "Seductive Illusions: Von Glasersfeld and Gergen on Epistemology and Education" (Luise McCarty and Thomas Schwandt). Section 2, "Social Constructivism," contains "A Critique of Radical Social Constructivism" (Peter Slezak) and "Reconsidering Social Constructivism: The Relevance of George Herbert Mead's Interactionism" (Eric Bredo). Section 3 focuses on constructivism in science and mathematics and includes "Appraising Constructivism in Science and Mathematics Education" (Michael Matthews) and "Making Believe: The Collective Construction of Public Mathematical Knowledge in the Elementary Classroom" (Deborah Ball and Hyman Bass). Section 4, "The Impact of Constructivism on Researchers," consists of "Constructivism in Science Education: Moving on ..." (Kenneth Tobin) and "Constructivism and Learning Research in Science Education" (Richard Gunstone). The last section, "Final Opinions," contains "The Changing Perspectives of Constructivism: Science Wars and Children's Creativity" (Joan Solomon); and "Moving Beyond the Impasse" (Nicholas Burbules). (Contains name and subject indices.) (RJM)

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